**PRACTICING ARGUMENTS BASED IN TEXT**

I3 CRWP: Mid-Year Partnership Meeting

February 1, 2014

10:15 – 12:00

1. **INTRODUCTION**

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1. **OPENING WRITING**

Writing Sprints: Quick writing practice (30 seconds to 1 minutes) to build fluency and get ideas started.

Topics: (Based on the articles we will use later.)

* Should boys and girls learn together?
* Should kids be rewarded for chores?
* Should dodgeball be banned in school?
* Should doctors work to keep people living longer through old age?
* Should kids younger than 14 play contact sports?

…

1. **GOAL OF SESSION**

To provide and practice strategies for practicing arguments based in text with students

Rationale: The number of skills we want students to do well when writing arguments based in text (\* Make a claim, Read the article and understand key points, Pull out lines that seem important, Add source material to their writing, Use sentence stems to introduce the work) combined with what we know about getting good at something (anything from music to sports to writing) means students need lots of teaching and lots of practice. Students need to put pen to paper lots of times to practice the idea of using source material to support or develop an idea.

There are many ways to build this fluency – here’s three.

1. **ORAL SPEECH (Based in Text)**

Rationale:

George Hillocks’ “work challenges the principle that kids can learn to write only by writing, a principle that seems to us to be too often taken for granted. . .kids can learn to write about new substance and in new forms by talking together while working through problems designed to provide rehearsals for the kind of thinking they will have to do when they are writing”

Smith, Wilhelm and Fredricksen (2012)

* Basic idea: Stand and Deliver from Dorfmann and Capelli’s *Non-fiction Mentor Texts*.
* First step, getting students used to oral arguments.
* Move to students using oral speeches to practice using text.
* Try it!
  + Using a TIME Debate! or a short article from NYTeducators network
    - Quick write opinion based on just the question
  + Read the article – code for three things:
    - * + UNDERLINE - lines or sections that describe the problem
        + STAR – sections that relate and support your current opinion
        + CIRCLE – sections that relate to the opposite position
  + Choose a line from the text to add to your thinking. You don’t have to write it out – just mark it with the post-it note attached.
  + Adding connecting words: On post-it note, don’t forget that people use signal phrases that help them know a line from a text or source is coming. What are some of those phrases we might use? Quick oral list, … add those to your post-it note
  + Show video of students making speeches
  + Practice speech with a partner

1. **WRITTEN PRACTICE:**

Rationale: Moving from oral speeches to written practice, lets teachers build on the fluency of a claim and evidence. One way to scaffold for independent use of texts to build arguments or using Article of the Week, is to take students through the process step by step.

**Sugar Article (one or two texts)**

**“Rethink Your Drink” - image**

**“Are You a Sugar Addict” from Shcolastic**

Quick write about your sugar intake – Are you healthy?

Read article:

1st read: read and underline and note what is interesting (annotate, code)

Discuss

2nd read: read for lines that support or add to your own words or experiences – mark with a STAR

3rd read: look for words or phrases that are important or key or strike you as powerful in the text – group list

Add to writing:

Using the phrases you marked, the word list we created add to your writing

Create a shared list of sentence starters for incorporating text:

list – what types of words do we use when we are referring to a text

Write

Share

Discuss

1. **ARTICLE OF THE WEEK:**

Background: Kelly Gallagher & others

Design: Share MS & HS structure

Resources:

Kelly Gallagher: <http://kellygallagher.org/resources/articles.html>

Teaching the Core:

[http://www.teachingthecore.com/resources/article-of-](http://www.teachingthecore.com/resources/article-of- the-week-aow/)

[the-week-aow/](http://www.teachingthecore.com/resources/article-of- the-week-aow/)

The Week: <http://theweek.com/>

NYTimes Educator Network:

<http://learning.blogs.nytimes.com/category/student-opinion/>

Tween Tribune: <http://tweentribune.com/>

Newsela: <http://www.newsela.com/>

What we can teach: Develop a possible list

1. **Developing a paragraph**
2. **Developing warrants (Asking why three times)**

**C. Writing Claims (breaking down claims and writing them)**

**D. Organizing (writing more than one outline)**

**E. Thinking through each side (Gallagher 4-square chart)**

**F. Types of evidence (4-square chart: anecdote, fact, …**)